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ABSTRACT

Drawing from a review of the literature and a survey of state directors of community college education nationwide, this report highlights innovative ideas and programs used by colleges and states to increase the number of minority faculty at community colleges. Introductory sections describe the purposes and methods of a 1988 study of minority faculty at two-year colleges, institutional and state efforts and long-range plans to recruit minority faculty, and cooperative relationships with graduate schools and professional associations. The next section reviews data on minority underrepresentation on college faculties across the nation, their concentration in lower-level and untenured positions, and wide variations among institutions and states. After a brief review of data on minority participation and degree attainment in higher education, the report lists a number of short- and long-range strategies that have been implemented by individual colleges and states. A descriptive statement about each strategy and, where possible, the name and address of a contact person are provided. In addition, strategies recommended in the literature are cited. Concluding comments stress the need for leadership in affirmative action, and underscore the responsibilities of states, trustees, faculty, and colleges. The survey instrument is appended. (ALB)

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THE DRY PIPELINE

Increasing the Flow of Minority Faculty

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Prepared by
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Consultant for the

National Council of State Directors of Community and Junior Colleges
An Affiliated Council of the American Association of Community and Junior Colleges

May 1989

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The National Council of State Directors of Community and Junior Colleges

The National Council of State Directors of Community and Junior Colleges (NCSDCJC), formally organized in 1968, is an organization comprised of the state directors of public community/junior colleges or whoever else serves in that capacity in the various states.

The purpose of NCSDCJC includes:

1. To foster the development of the systems of community/junior colleges in the respective states;

2. To provide a forum for the exchange of information about development, trends, and problems in state systems of community/junior colleges;

3. To assist state agencies in carrying out assigned legal responsibilities for community/junior colleges, and to seek ways to improve the competencies of these agencies;

4. To promote coordination and cooperation among the various states in community/junior college matters;

5. To support at local, state and federal levels, legislation and programs beneficial to community/junior colleges;

6. To cooperate with other organizations having similar goals.

The Council is chartered and has IRS tax-exempt status as a publicly supported organization. It is an affiliated council of the American Association of Community and Junior Colleges.

Concerned about the need to increase the flow of minority faculty and administrators, the National Council commissioned this study in October, 1988.

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Executive Summary

Efforts to bring blacks and other minorities into the mainstream of employment in higher education have hardly been successful. After almost two decades of affirmative action emphasis, minorities are still underrepresented on the faculties of the Nation's colleges and universities. Those that have full-time positions in higher education are usually clustered at the low end of the salary scale and promotion ladder.

Two-year colleges point with some pride at the number of minorities who choose to enroll at their institutions. Over half of the Hispanics and American Indians and 43 percent of the blacks in higher education attend two-year colleges. And yet, minorities make up about 10 percent of the full-time faculties at two-year colleges.

An obvious question is: Why should people be concerned about increasing the number of minority faculty at community colleges? Probably the most important reason is that a significant presence of minority faculty is the best predictor of success in recruiting and retaining minority students. Minority faculty also help white students overcome prejudicial thoughts about intellectual capabilities of people of other races. Finally, white faculty gain a deeper understanding and appreciation for other cultural heritages.

The need to reverse the trends that predict even fewer minorities in future faculties has resulted in renewed interest in increasing the flow of minorities into the Nation's colleges and universities. Concerned about the need to increase the flow of minority faculty and administrators, the National Council of State Directors of Community and Junior Colleges commissioned this study in October, 1988.

This report summarizes innovative ideas and programs used by colleges and states across the Nation to increase the number of minorities entering the pipeline for future positions and presently serving on faculties. Where possible, names and telephone numbers of appropriate contacts are included. Literature sources are referenced for additional information. The report describes exemplary efforts by colleges and by states in terms of both short-range and long-range strategies.

SAMPLE STRATEGIES

At Prince George's Community College in Maryland, the applicant pool for professional positions must be representative of the availability of minorities in related occupations within the region. The college institutional research office has developed a set of indices for minority employment based on Census data. If the applicant pool is not representative of minority involvement in related occupations in the work force, the position is advertised again. The effort has been successful: in the last 12 months, five out of seven full-time faculty positions were filled with minorities.

Contact: Alonia C. Sharps
Acting Assistant to the President for
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Prince George's Community College
(301) 336-6000

Community colleges in Connecticut have joined selected high schools in a High School Partnership Program to encourage minority students to continue their education. Students are allowed to take college-level courses while they are still in high school; credits earned are put in "escrow" until the student graduates. Tuition is paid by the state board of trustees. After high school graduation, the student can continue at the community college or transfer earned credits to a four-year institution.

Contact: Dr. Ronald A. Williams
Connecticut State Board of Trustees
(203) 566-8760

CONCLUSIONS

Issues such as enrollment declines and increases, funding shortages, and changing student bodies have taken the spotlight away from affirmative action at many of the Nation's colleges. If minorities are to enter the mainstream of higher education, efforts must be made by many individuals, agencies, and colleges.

Leadership must come from all levels--local civic organizations, college administrations, state agencies, and the federal government. State agencies must raise issues and maintain pressure for change. Trustees need to support college initiatives and remind institutions of commitments to minorities. The faculty must be open to change and new ideas. Increasing minorities must be part of their agenda. Finally, colleges must make radical changes in their structure, values, hiring practices, and the way they treat students to attract more minority students and faculty. Institutions must move away from piecemeal solutions and make fundamental changes in the way they operate.

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Introduction

Society often has looked to education to cure many of its ills. In the sixties, the country turned to public schools to solve the problems of segregation and disparities among races. At the same time, the Nation looked to higher education to provide the promise for a better life for the poor and, especially, for minorities.

What was found among the Nation's colleges was a paucity of black students at predominantly white institutions and habitual underfunding of black institutions. The number of minorities and women on faculties of predominantly white colleges was embarrassing low. The ideals taught in classrooms across the Nation had very little impact on administrative decisions and faculty search committees.

Many colleges and universities responded to this scrutiny with a flurry of activity and planning that led to the adoption of ambitious affirmative action plans and the appointment of affirmative action officers. Other institutions waited until the federal government threatened to cut off funding before considering substantial reforms. The result was a significant increase in the number of minority students at predominantly white institutions and increased funding for black institutions. Two-year colleges were often at the forefront with innovative ideas to increase accessibility to minorities and to open hiring practices to minorities and women.

It's been 20 years since those reforms were heralded. Higher education for minorities at predominantly white institutions is unquestionably more accessible. Two-year colleges in particular have made significant progress in serving minorities and developing special programs and counseling services to meet unique needs.

However, the number of minorities serving on college faculties is still embarrassingly low. The actual number of black and Hispanic faculty in higher education in the United States was almost the same in 1985 as in 1975, while the number of Asian faculty doubled and white faculty increased slightly. The proportion of black faculty declined in the ten-year period; Hispanic faculty increased slightly; and Asian and American Indian faculty almost doubled. Data for two-year colleges are not complete, but at most institutions the proportion of minority faculty and administrators falls far behind the racial composition of student bodies.

The need to reverse the trends that predict even fewer minorities in future faculties has resulted in renewed interest in increasing the flow of minorities into the Nation's colleges and universities. This report summarizes innovative ideas and programs used by colleges across the Nation to increase the number of minorities entering the pipeline for future positions and presently serving on faculties

STATEMENT OF THE PROBLEM

While student bodies at two-year colleges are increasingly black and Hispanic, less then 5 percent of the faculty are black and even fewer are Hispanic. Because student success depends, in part, upon effective role models and mentors, the lack of minority faculty members is a serious problem. In recognition of this problem, the Commission on the Future of Community Colleges in its report, **Building Communities: A Vision for a New Century**, recommends that "the percentage of faculty members who are black, Hispanic, and Asian should be increased."

PURPOSE OF THE STUDY

Concerned about the need to increase the flow of minority faculty and administrators, the National Council of State Directors of Community/Junior Colleges commissioned this study in October, 1988. The purpose of the study was to investigate ways of increasing the number of minority faculty members at two-year colleges, to disseminate the results, and to promote positive action.

RESEARCH QUESTIONS

The following questions were developed from the purpose statement to set the parameters of the study:

1. How many minorities are now employed as full- and part-time faculty members at two-year colleges? What proportion of two-year college faculty are from minority groups? Has the proportion of minorities on two-year college faculties declined, increased, or remained constant in the last 10 years?

2. How do community colleges recruit minority prospects for faculty positions?

3. What long-range planning is being done to increase the number of minorities on two-year college faculties?

4. How can two-year colleges work more effectively with graduate schools and professional associations of black educators?

METHODOLOGY

Information about minority faculty was gathered from the literature, a survey of state directors of two-year colleges, and interviews. A search of the literature through the Educational Resources Information Center (ERIC) Clearinghouse for Junior Colleges resulted in extensive information about minority faculty in higher education. Very few reports and articles were specifically targeted for two-year colleges, although occasional reference was made to two-year colleges. The literature survey provided insights into the problems of minority hiring as well as ideas for recruiting minorities.

A questionnaire was sent to state directors of two-year colleges about the recruitment of minorities for faculty positions and about long-range planning to increase minority hiring. (Appendix A) Responses were received from 49 colleges and states, representing a total of 28 states for a response rate of 56 percent. Four states distributed and returned questionnaires from individual colleges; 24 states submitted composite questionnaires.

Many states and colleges provided supplemental material to describe programs and plans identified in the questionnaire. In addition, telephone interviews were conducted with selected individuals identified by survey respondents. Contacts also were made with minority professional organizations, including affiliate councils of the American Association of Community and Junior Colleges representing minority groups.

Information from all sources was used to construct a list of ideas for increasing the number of minority faculty at two-year colleges. The Strategies chapter includes a section for colleges and a section for states. Both short-range recruitment ideas and long-range plans are described. Where possible, college and state individuals responsible for affirmative action initiatives that are described in the report are identified.

The Conclusions chapter is primarily a discussion about how higher education has dealt with the issue of affirmative action. The role of government in affirmative action also is examined, along with the responsibilities of individual institutions.

The study was designed to identify ways two-year colleges and states can increase the minority presence on college campuses. The report is not a definitive document; other strategies are available. However, the report can be useful as a starting point for discussion or the refinement of ongoing activities.

A Closer Look At The Problem

Why should people be concerned about increasing the number of minority faculty at community colleges? The most important reason is that a significant presence of minority faculty is the best predictor of success in recruiting and retaining minority students. (Tri-State Minority Faculty) Minority faculty also help white students overcome prejudicial ideas about intellectual capabilities of people of other races. Finally, white faculty gain a deeper understanding and appreciation for other cultural heritages.

Two kinds of data are necessary to assess the long-range and short-range problems of increasing minority faculty. A snapshot of current hiring practices is needed to get a perspective on the immediate problem of hiring minority faculty. The presence of minorities on future faculties is best understood by looking at the pipeline of minority students in higher education.

CURRENT FACULTY OUTLOOK

Minorities continue to be underrepresented on college faculties across the Nation. The most recent data about the racial composition of faculty in the Nation's colleges and universities from the Equal Employment Opportunities Commission is shown in Table 1. The figures represent all private and public institutions, including predominantly black institutions.

According to voluntary reports submitted to the Commission for the 1985 academic year, about 90 percent of the full-time faculty were white; 4 percent were black; another 4 percent were Asian; less than 2 percent were Hispanic; and less than one percent were American Indian. Breakdowns for two-year colleges and technical schools are not available.

Ten years earlier, in 1975, the racial composition of minorities with full-time faculty positions were very similar. (Table 2) A comparison of the two tables shows an actual decline in the proportion of black faculty, a slight increase for Hispanics, with more significant increases for Asians and American Indians. Not only did the proportion of black faculty decline in the two-year period, but also the actual number.

As noted in a recent report by Joseph Hankin, President of Westchester Community College in New York, "relatively little work has been done on the percentages of females and minority group members in the administrations and faculties of American institutions of higher learning." (Hankin, p. 1) The data collected by the Equal Employment Opportunity Commission are very specific but have been used very little. The timeliness of the release of data analysis is also troublesome. The 1985 data shown in Table 1 did not become available until January 1989. In addition, no analysis by type of college is done on a regular basis.

Table 1

Racial Composition
Of Full-Time Faculty
In Institutions of Higher Education
1985

Race	Number	Percent
White	417,036	89.9
Black	19,227	4.1
Hispanic	7,704	1.7
Asian/Pacific Islander	18,370	4.0
American Indian/Alaskan National	1,735	.4
All	464,072	

Source: Higher Education Staff Information Report (EEO-6), Equal Opportunity Commission, 1985

Table 2

Racial Composition
Of Full-Time Faculty
In Institutions of Higher Education
1975

Race	Number	Percent
White	409,947	91.7
Black	19,746	4.4
Hispanic	6,323	1.4
Asian/Pacific Islander	9,763	2.2
American Indian/Alaskan National	1,051	.2
All	446,830	

Source: Higher Education Staff Information Report (EEO-6), Equal Opportunity Commission, 1975

Another factor to be considered is the type of position minority faculty tend to hold. Table 3 shows a breakdown of full-time faculty by race, rank and tenure. (See Appendix B for numbers.) Minorities are less likely to be tenured, and more likely to hold lower level positions. White faculty continue to dominate the top positions, thereby controlling movement and entry of all faculty. Garza points out that minorities, specifically Hispanics, tend to be heavily concentrated in certain departments and are more likely to teach ethnic studies that are considered by white peers to be inferior. (Garza)

The national data mirror findings of a National Urban League study of minority faculty at New York, New Jersey, and Connecticut public and private colleges. Minority faculty surveyed were found to be consistently employed in the lowest ranks. Most of the faculty responding to the Urban League questionnaire also indicated they came from lower income families, and over 60 percent received their undergraduate degrees at predominantly white colleges. The report concluded that more efforts were needed to lower drop-out rates of minorities at predominantly white colleges. (Tri-State Minority Faculty)

National data specific to community colleges is limited to studies done by individuals or institutions. Hankin (p. 9) surveyed 770 two-year colleges in 48 states and found that about 10 percent of the faculty in the study group in 1983 were members of minority groups. (The study group included about 70 percent of full-time faculty in public community colleges in the United States.) This percentage is comparable to the total number of minority faculty in the Nation's colleges and universities in 1985.

The number of minorities serving on faculties varies among institutions and states. For example, in 1988 in Maryland, 9 percent of the full-time credit faculty were minorities. Among the 17 colleges in the state, however, percentages ranged from 0 to 25 percent minority. Similar patterns were seen in 1987 among faculty at Alabama's two-year public institutions, with ranges from 0 to 46 percent minority.

Researchers have found that states with the most sophisticated planning activities have the best data systems. Other states often rely on the federal Higher Education General Information survey for data. For the most part, the analysis of data by states has been limited and dependent on ad hoc data collection. Even when data were available, few states have used it to raise issues or questions about the direction and priorities of systems. (Richardson and Bender, p. 109)

Some states, however, have maintained data on faculty and used it in planning processes. The Illinois Community College Board applied faculty and staff data in a 1988 study of faculty retirements. The board found that "the overall potential reduction of American Indian, Hispanic, and black faculty via retirement is substantial unless an effort is made to replace their representation." (Faculty Retirements, p. 7) At the same time, the retirement of large numbers of white faculty in Illinois will provide an opportunity to alter the racial/ethnic distribution of community college faculty.

Table 3

Full-Time Faculty
By Rank and Tenure
1985

A. Tenured	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan National
Professor	92.9%	2.1%	1.1%	3.6%	.2%
Associate Professor	91.3	3.6	1.5	3.2	.4
Assistant Professor	88.2	7.9	1.7	1.8	.4
Instructor	88.0	5.6	3.5	2.3	.6
Lecturer	69.0	19.8	6.4	4.5	.2
Other	91.4	4.4	1.7	2.3	.2
All	91.4%	3.6%	1.5%	3.2%	.3%

B. Non-Tenured	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan National
Professor	88.0%	4.9%	1.5%	5.2%	.4%
Associate Professor	87.4	5.0	1.6	5.6	.4
Assistant Professor	87.5	4.9	1.7	5.3	.5
Instructor	86.5	7.8	2.5	2.7	.4
Lecturer	75.6	16.2	3.5	4.3	.4
Other	87.6	5.3	1.8	5.1	.3
All	87.3%	5.5%	1.9%	5.0%	.4%

C. Other	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan National
Professor	92.2%	2.2%	1.3%	4.0%	.2%
Associate Professor	89.8	3.3	1.5	5.1	.3
Assistant Professor	87.1	3.8	1.9	6.9	.3
Instructor	89.8	5.6	1.7	2.3	.6
Lecturer	90.0	4.0	2.1	3.5	.5
Other	86.4	3.7	1.9	7.7	.3
All	88.7%	4.2%	1.8%	4.8%	.4%

Source: Higher Education Staff Information Report (EEO-6), Equal Opportunity Commission, 1985

The Illinois board also published a study in 1986 about minority student participation in public community colleges. Using the data base on students and faculty in conjunction with other information, the board concluded that "there are relatively few minority adult role models on campus and few special efforts to encourage and support minority students to complete associate degree programs." (Minority Student Participation, p. 40) For the most part, however, there is little documentation that states attempt to regulate or support college affirmative action activities.

FACULTY IN THE PIPELINE

Although college enrollment overall has been increasing, a recent Census Bureau survey shows that the proportions of black and Hispanic high school graduates who are enrolled in college have changed little during the 1980s. In the ten-year period between 1976 and 1986, there was almost a 5 percent decline in the proportion of black youth and over 6 percent fewer Hispanic youth attending college. A small increase in the proportion of whites attending college was noted for the same time period. (Because of the size of the sample, college participation rates for Asians and American Indians was not available.)

Data from the Education Department showed that minority students in 1986 were more likely than white students to attend two-year rather than four-year colleges. About 43 percent of black students enrolled in higher education institutions were enrolled in two-year public and private colleges, compared to 36 percent of the whites. Hispanics and American Indians were much more likely to attend two-year institutions: 56 percent of American Indians and 55 percent of Hispanics attending college were enrolled in two-year colleges. (Minorities' Share)

Another way to measure the number of future faculty in the pipeline is to look at the number of degrees earned by minorities in relation to their populations. Blacks earned fewer degrees in 1985 than in 1977 at all degree levels except the first-professional. The number of bachelor degrees awarded was down 2 percent, while the number of master degrees was down 34 percent. The declines are particularly significant when compared with increases in the young adult population of blacks during the same period. In addition while only 20 percent of the blacks were enrolled at historically black colleges, 40 percent of the blacks receiving bachelor degrees graduated from black colleges.

Meanwhile, Hispanics, Asians, and American Indians earned more degrees in 1985 than in 1977 at all levels. The increase among Hispanics in the 1980s was in line with their population growth, while increases among Asians far outstripped population growth. (Condition of Education, pp. 32-33) Corresponding to the decline in degrees earned by blacks were decreases in enrollments in graduate schools. Between 1976 and 1984, minority enrollment in graduate school, the primary source of faculty, dropped by 3 percent overall and by 22 percent for blacks.

Long-range plans for increasing the flow of students in the pipeline may be the best strategy for colleges and states serious about increasing the number of minority faculty.

Strategies

The trends and statistics paint a gloomy picture for increasing the number of minority faculty in higher education. But one person can make a difference. Patricia A. Muller, Director and Equal Opportunity Officer at the University of Minnesota, told of a faculty member who was very successful in bringing more minority students to the College of Dentistry. Enrolling minorities was just the beginning: he saw that they got to Washington for the summer for a research experience; he knew the students well; and he knew where they would be in ten years. Later, at another institution, he began recruiting the best of these students for his faculty. Muller said, "If I had one person like that in every college and department, I could change the whole institution." (Affirmative Action, p. 4)

Some colleges and states across the country have been very resourceful in recruiting minorities for their staffs. The following section briefly describes some of the programs institutions and state agencies have developed. Ideas from the literature are also included.

Strategies are divided into two sections. Some ideas can be initiated at the college level, while others are more appropriately operated at the state level. The sections for colleges and states are further divided by type of strategy: long-range ideas are designed to increase the number of minorities in the education pipeline; short-range initiatives primarily enhance recruitment techniques. Where possible, names and telephone numbers of appropriate contacts are included. Ideas from the literature are referenced for additional information.

COLLEGES

Ideas and strategies described in this section can be directed by individual institutions. While some strategies have been implemented at a number of colleges, only one contact is listed.

SHORT-RANGE STRATEGIES

To increase the college's contacts with minorities in the community, Prince George's Community College in Maryland meets regularly with minority representatives of civic organizations, fraternities, sororities, churches, and businesses. The group advises the college about the availability of minorities for faculty and administrative positions. These representatives also are advised when job openings occur and are encouraged to identify possible job candidates.

Contact: Alonia C. Sharps
Acting Assistant to the President for
Minority Affairs and Affirmative Action
Prince George's Community College
(301) 336-6000

Blackhawk Technical College in Wisconsin stages Awareness Days for community minority leaders. The goal of the event is to increase minority involvement at the college.

Contact: Allan Ferguson
Blackhawk Technical College
(608) 756-4121

Community members are included on college task forces and search committees in the Seattle Community College District in Washington to increase the college's sensitivity to community concerns.

Contact: Dr. Naomi Sanchez
Seattle Community College District
(206) 587-4155

The Community College of Allegheny County in Pennsylvania has developed programs to communicate with black professional organizations and community-based agencies to promote and advertise position openings.

Contact: Tony E. Summers
Director of Minority Affairs/Affirmative Action
Community College of Allegheny County
(412) 237-3064

An internship program for graduate level students is being developed at the Community College of Allegheny County in Pennsylvania. Students will enter the faculty ranks as part-time instructors with the hope of movement to full-time faculty positions.

Contact: Tony E. Summers
Community College of Allegheny County

College and state representatives can attend and be an integral part of conferences held by professional organizations concerned with minority issues. The National Association for Equal Opportunity in Higher Education (NAFEO), the membership association of the 117 historically and predominantly black colleges and universities, has a National Conference on Blacks in Higher Education each spring in Washington, DC. During the conference, colleges can purchase exhibit space for faculty recruitment and promotion of their institution.

Contact: Bea Smith
NAFEO
(202) 543-9111

Hawkeye Institute of Technology in Iowa has increased faculty network activities through attendance at national and state minority education conferences such as the Minorities in Education Conference.

Contact: Sammie L. Dell
Hawkeye Institute of Technology
(319) 296-2320, ext. 221

A faculty exchange program between Prince George's Community College in Maryland and Bowie State, a predominantly black four-year college has provided stimulating experiences for everyone involved. The program also has increased the presence of minorities on the community college campus.

Contact: Alonia C. Sharps
Prince George's Community College
(301) 336-6000

At Prince George's Community College in Maryland, the applicant pool for professional positions must be representative of the availability of minorities in related occupations within the region. The college institutional research office has developed a set of indices for minority employment based on Census data. If the applicant pool is not representative of minority involvement in related occupations in the work force, the position is advertised again. The effort has been successful: in the last 12 months, five out of seven full-time faculty positions were filled with minorities.

Contact: Alonia C. Sharps
Prince George's Community College
(301) 336-6000

The Milwaukee Area Technical College has distributed a document delineating the role and responsibilities of the Affirmative Action Office to students, staff, and the community. Staff development sessions and workshops about affirmative action also have been conducted.

Contact: Elmer Anderson
Milwaukee Area Technical College
(414) 278-6391

Colleges can maintain an applicant tracking system of resumes and applications of minorities. Applications can be kept on file and circulated when appropriate. (Taddiken)

Ad hoc search committees can be trained in interview techniques to assure committee actions are in compliance with college affirmative action policies. (Taddiken)

Colleges can create job arrangements with local businesses to entice minority faculty in great demand. Minorities in private enterprise jobs can be recruited with the support of their employers to teach part-time at colleges. (Taddiken)

Through creative partnerships with the business community, colleges can "borrow" skilled professionals to teach full- or part-time. (Rodriquez) The use of "adjunct professorships" also might enable those with commitments to full-time employment to accept part-time appointments. (A Resource Document)

Colleges can identify future faculty by inviting minority professionals as visiting professors. This activity also can strengthen communication with minorities in the community. (Heller)

Community college boards of trustees can insure appropriate affirmative action programs are in place and funds are available to implement them. (AGB's Robert Gale)

To assist in the recruitment of minority faculty, Indian Hills Community College in Iowa has compiled a list of colleges educating significant numbers of minority students along with an affirmative action recruitment resource file.

Contact: Sue Culbertson
Indian Hills Community College
(515) 683-5111

Colleges can advertise job openings in media outlets likely to be used, seen, or read by minorities. (Blackwell)

Colleges can encourage senior faculty members to mentor junior faculty members. (Blackwell)

Bucks County Community College in Pennsylvania is making a concerted effort to attract and hire minority adjunct staff. These employees will have an opportunity to learn about the college, and the college will have a pool of potential candidates for full-time positions.

Contact: Philip C. Rush
Bucks County Community College
(215) 968-8090

The National Council on Black American Affairs, an affiliate of the American Association of Community and Junior Colleges, operates a job bank of qualified minority professionals. Two-year colleges are encouraged to use the job bank services.

Contact: Dr. Carl Crawford
Broward Community College
(305) 963-8801

LONG-RANGE STRATEGIES

Frederick Community College in Maryland has joined area institutions to form the Frederick Alliance for Creative Education (FACE). In addition to the community college, the alliance has representatives from the county board of education, the Maryland School for the Deaf, and two four-year colleges. A primary concern of the group is providing opportunities in higher education to minorities in the community. Minority high school seniors are selected by the public school system to take courses at the community college, paid for by the college's foundation. Students are monitored and encouraged to continue their studies at one of the area's four-year colleges.

Contact: Dr. Lee Betts
President
Frederick Community College
(301) 694-1229

To increase transfer rates of minority students, Lansing Community College in Michigan has initiated a direct transfer program with traditional black colleges.

Contact: Dr. Ilse H. Burke
Lansing Community College
(517) 483-1858

An adult center was established in the heart of Kalamazoo by Kalamazoo Valley Community College. The center focuses on career development and basic skill assessment, teaching, and placement in regular college programs. One goal is to increase the number of minority students at the college.

Contact: Helen M. McCauslin
Kalamazoo Valley Community College
(616) 372-5223

Hawkeye Institute of Technology has established a tutoring network and a minority counselor for special population students enrolled at the college. This is in addition to a tuition-free program for adults who achieve a sixth grade reading level.

Contact: Sammie L. Dell
Hawkeye Institute of Technology
(319) 296-2320, ext. 221

To increase awareness of the college among minorities, West Virginia Northern Community College participates in the National Black History Month Teleconference.

Contact: B. Guthrie Morse
West Virginia Northern Community College
(304) 233-5900

The Minority Pre-Collegiate Program for minority high school students in Madison is a summer program for juniors that extends through the students' senior year. Area colleges are working together in this cooperative venture to encourage borderline students to graduate from high school and enroll in college. During the summer the students go to class 15 hours a week at the Madison Area Technical College and work 20 hours a week at a job where few minorities are employed. Counselors work with the students during the summer and following year, and parents are expected to be involved.

Contact: Richard Harris
Madison Area Technical College
(608) 246-6045

The Black Higher Education Incentive Scholarship Program at Harrisburg Area Community College in Pennsylvania provides financial aid for students who want to take one to five credits a semester. Students may continue to receive the scholarship for the first 12 credits of academic work.

Contact: Beverly Spoerl
Harrisburg Area Community College
(717) 780-2355

Harrisburg Area Community College (HACC) and the United Negro College Fund (UNCF) have developed a Dual Admission Program to combine the advantages of attending a community college with the opportunity to earn a four-year degree. Under this program, students begin their education at HACC and continue at one of five UNCF institutions.

Contact: Beverly Spoerl
Harrisburg Area Community College
(717) 780-2355

Bucks County Community College in Pennsylvania has proposed a summer educational and recreational program for minority junior high school students. The program will focus on decision making skills and provide an orientation to the college.

Contact: Philip C. Rush
Bucks County Community College
(215) 968-8090

Colleges can help minority students find part-time jobs at area businesses while students are in college. (Rodriquez)

Community colleges can support the "reasonably prepared minority adults for whom a job and family mandate less-than-full-time study" with academic advisement and strong encouragement to continue for a four-year degree. (Richardson, p. A48)

Colleges can encourage individual faculty members to maintain contact with promising minority students after they transfer to other institutions. (The Ethic of Diversity)

Colleges can provide staff development programs to make faculty more aware of the values of various cultures and those cultural values and differences impact approaches to learning and influence learning itself. This awareness can positively impact the retention of minority students and make the campus a more welcome place for minority faculty. (Minorities in Urban Community Colleges, p. 22)

To achieve increased black participation, Kennesaw College created an "inviting" campus environment for both students and faculty. (Silver)

The Emerson Electric Company is providing tuition and associated costs for minority high school graduates to attend St. Louis Community College as pre-engineering students. Upon graduation, the individuals will be eligible to pursue an engineering degree at the University of Missouri at Rolla. The program was developed by the university and the community college.

Contact: Michael E. Crawford
Chancellor
St. Louis Community College

City College of San Francisco has enrolled 34 Hispanic and black students in a new Math Bridge Program that provides special instruction to strengthen their preparation for transfer to a four-year institution. Black and Hispanic professionals will serve as role models, lecturing on careers in science, engineering, computer science, and other math-related fields. A grant from Pacific Telesis Foundation will fund the coordination and evaluation of the program.

Contact: Carlos B. Ramirez
President
City College of San Francisco

Valencia Community College in Orlando, Florida, has signed agreements with five historically black colleges to encourage academically talented minorities to complete four years of college. The scholarship program will cover the cost of two years at Valencia followed by two years at one of the five institutions. The program recognizes trends that the majority of black students start college at a community college, and that the majority of black college graduates come from predominantly black colleges.

Contact: Paul C. Gianini, Jr.
President
Valencia Community College

STATES

Ideas and strategies described in this section are for state governing or coordinating higher education agencies.

SHORT-RANGE STRATEGIES

The State University of New York (SUNY) Central Administration produces lists of minority professional organizations for community colleges to use for recruiting faculty.

Contact: Dr. Thomas S. Kubaba
SUNY Community Colleges
(518) 443-5134

Colleges and universities in Alabama are training minority students specifically for educational employment. The community colleges recruit faculty at the state colleges and universities. In addition, community college personnel visit 14 predominantly black institutions for personal interviews and recruiting.

Contact: Ann Turnham Smith
Alabama Department of Postsecondary Education
(205) 244-7900

The Minority Staff Development/Recruitment Program in Connecticut makes capitation grants to institutions based on the number of black and Hispanic professionals employed. The grants must be used to recruit minorities or assist in their upward mobility. Funds can be used for tuition for advanced degrees; other professional development, such as summer institutes, conferences and workshops; and recruitment expenses. (Focus on Minorities, p. 3)

Contact: Connecticut Department of Higher Education

The Special Reserve Fund administered by the Massachusetts Board of Regents supports faculty appointments of minorities by subsidizing first-year salaries and providing additional positions. (Focus on Minorities, p. 11)

Contact: Massachusetts Board of Regents

Virginia's Governor Baliles has proposed that the state provide public colleges and universities additional funds to compete effectively for faculty members whose presence will further integrate the faculties of the institutions. A college that identifies a potential other-race faculty member may, in order to recruit the person to a full-time, regular position, apply to use the funds to augment salary and fringe benefits.

Contact: Virginia Council of Higher Education
(804) 225-2327

In Louisiana, the state education agency maintains a state clearinghouse for applicants and promotes doctoral development of minority students through fellowships.

Contact: John L. Couvillion
Louisiana Board of Regents
(318) 457-7311

The Minority Fellowship Program in Connecticut provides stipends for black and Hispanic graduate students in teaching-related activities at community colleges. An important part of this program is the development of mentor-fellow relationships at the colleges. Colleges within the system are encouraged to consider fellows for permanent positions.

Contact: Dr. Ronald A. Williams
Connecticut State Board of Trustees
(203) 566-8760

The Applicant Pool operated by the North Carolina State Board of Community Colleges includes all interested qualified black applicants with at least a bachelor's degree who have submitted either an employment application form or resume. The board's Job Register includes a listing of all full-time professional institutional vacancies. Twice a month a job vacancy listing is disseminated to colleges and associations. In addition, qualified candidates from the Applicant Pool are referred to colleges for specific positions.

Contact: Robert W. Scott
North Carolina State Board of Community Colleges
(919) 733-7051

States can provide housing subsidies in areas of high housing market prices for minority faculty. (Blackwell)

LONG-RANGE STRATEGIES

Community colleges in Connecticut have joined selected high schools in a High School Partnership Program to encourage minority students to continue their education. Students are allowed to take college-level courses while they are still in high school; credits earned are put in "escrow" until the student graduates. Tuition is paid by the state board of trustees. After high school graduation the student can continue at the community college or transfer earned credits to a four-year institution.

Contact: Dr. Ronald A. Williams
Connecticut State Board of Trustees
(203) 566-8760

The Arkansas Department of Higher Education has developed a program for eighth graders to increase the number of students attending college. Representatives of public and private institutions visit eighth grade classrooms and talk about the value of college.

Contact: Cynthia Moten
Arkansas Department of Higher Education
(501) 371-1441

In Florida, the College Reach-Out Program uses resources of state universities and community colleges to strengthen the motivation and preparation of low income or disadvantaged high school students. Activities include student trips to campuses, role models, workshops, tutoring, counseling, and home visits. (Focus on Minorities, p. 3)

Contact: Florida State Board of Education
Postsecondary Education Planning Commission

The Florida Board of Regents Special Summer Program for Black Graduate and Professional Students is designed to prepare first-year graduate students for success. Students attend the university in the summer prior to their first year of graduate school. During that time, they are advised and assisted through classes and special seminars. (Focus on Minorities, p. 4)

Contact: Florida State Board of Education
Postsecondary Education Planning Commission

The Illinois Consortium for Educational Opportunity Program provides financial assistance for minority students pursuing graduate or professional degrees. In exchange, students agree to seek teaching or administrative employment in Illinois higher education. (Focus on Minorities. pp. 5-6)

Contact: Illinois Board of Higher Education

The Indiana College Placement and Assessment Center, a state clearinghouse for prospective college students, survey ninth graders and their parents about college plans. The idea of attending college is actively marketed to the students and their families. Eventually the program will identify ninth graders who are uncertain about college and match them up with local support groups who will monitor their progress and be their mentor throughout the high school years. (Focus on Minorities. p. 6)

Contact: Indiana Commission for Higher Education

The Governor's Minority Student College Preparation Program in Kentucky provides grants to institutions to prepare minority students for college while they are still in middle and high school. The program is designed to increase awareness of the value of higher education and to improve the educational preparedness of minority students. (Focus on Minorities, p. 8)

Contact: Kentucky Council on Higher Education

Louisiana awards fellowships to minority students to pursue a terminal degree if the students agree to teach for three years at a state institution at which they will be a minority faculty member. (Focus on Minorities, p. 9)

Contact: Louisiana Board of Regents

Grants and loans are available to minorities who wish to teach at a New Jersey college or university through the Minority Academic Career Program. Four years of teaching at a college will redeem the full amount of the loan. (Focus on Minorities, p. 14)

Contact: New Jersey Department of Higher Education

College Day in Michigan helps young students think about attending college. Students in grades 7 through 11 visit a campus, are exposed to role models, and receive counseling on financial aid and application procedures. Each institution receives funds based on the number of visiting students. (Focus on Minorities, p. 11)

Contact: Michigan Department of Education

The Tennessee Pre-Professional Program provides counseling and instructional activities for selected black undergraduates who plan to enter professional programs at state institutions. (Focus on Minorities, p. 20)

Contact: Tennessee Higher Education Commission

Minorities with four-year degrees, whose pursuit of higher degrees has been interrupted, can be identified as potential community college faculty. Assistance could be provided in the form of fellowships or loans to enable candidates to complete degree requirements. (A Resource Document)

States can compile strong data bases on minority hiring to improve planning processes. The publication of data also will emphasize a commitment to increase the presence of minorities on college campuses. (Richardson and Bender, p. 110)

State governments and their agencies can establish or increase bonus grants to colleges that aid minority students to progress steadily through higher education. (Monaghan)

The Ford Foundation granted $510,000 to the State Higher Education Executive Officers (SHEEO) Association to help states increase the number of minorities graduating from college. The goal for the grant program is to encourage states to make the success of minority students a preeminent concern of state policymakers and the higher education community.

Contact: SHEEO
1860 Lincoln Street, Suite 310
Denver, CO 80295

Conclusions

"It is hard to deny that the first effort to bring blacks into the mainstream of higher education in the United States has fizzled," said Laura Bornholdt in an editorial for **Change** magazine. For the most part, that assessment is as true for Hispanics and American Indians as is it for blacks. She goes on to say that there have been some marvelous success stories, but the common experience for many minorities is less than encouraging. "The equitable world we once dreamed of and even thought we had brought into being can come about only if blacks and whites resolve to try again and trust again...to stop blaming one another...and to devise new strategies that incorporate the best programs we have." (Bornholdt, pp. 6-7)

Unlike the 1960s, progress for minorities is being tied to national concerns for economic development and the challenge of international competition. Almost all of America's minorities are concentrated in regions between which domestic economic development battles are fought. The Sun Belt, the Northeast, the Midwest, and California will never achieve development goals without special concentrated attention to the education of minorities. Each region must bring young minorities "into positions of contributing to, rather than burdening, their regional economies." (Blake, p. 11) Minority educators in a recent report echoed that concern:

> To maintain our country's economic position in an increasingly competitive world, to contribute to the solution of our own domestic problems, and because it is right, we must bring the best, at all the levels of education, to all of our citizens. (Monaghan, p. A1)

If positive steps are not taken immediately, higher education will be even more polarized. Minority college enrollment, especially among blacks, is slipping, Hispanics and American Indians continue to be underrepresented, and the percentage of black faculty declines each year. An analysis of national trends "points to a situation in which the number of minority instructors being prepared will not be equivalent in quantity or in quality to serve as replacements for those individuals who were added to the teaching pool...as a result of the civil right movement of the 1960s and are now moving toward retirement." (Minorities in Urban Community Colleges, p. 11)

LEADERSHIP

While American society is becoming increasingly multi-cultural, many college faculties across the nation are becoming a segregated and privileged white enclave. Some leaders are calling for influential constituencies to apply social pressures and economic sanctions to create "a crisis reminiscent in degree, if not in kind, of the late 1960s and early 1970s." (Birnbaum and Chait, p. 23)

In some communities and states, minority civic leaders have insisted colleges be responsive to their constituencies and students. The interest and ongoing involvement of these leaders has resulted in positive gains for minorities in the faculty ranks.

Leadership must come from all levels. Minority educators in a report entitled **Meeting the National Need for Minority Scholars and Scholarship** said the "federal government has more impact than any other entity outside the university itself." (Monaghan p. A1)

Inactivity at the federal level for the past eight years explains in part the disappointing numbers of minority faculty, especially blacks. The same group concluded that the federal government has been "ineffective and inefficient" in recognizing or helping solve the problems of minority scholars. (Monaghan p. 18) Pressure should be brought on national leaders to make civil rights a national priority.

RESPONSIBILITY OF STATES

The number of minority faculty is so small, recruitment is like a card game, shuffling the same candidates among the players. Business also competes for shrinking pools of minority professionals.

States will be most effective in changing the scenario by implementing strategies that increase the number of minorities entering the pipeline. States can work with education agencies to implement early intervention programs and family counseling. Colleges can be given incentives to help minorities complete degree programs. Scholarships and loan monies also can be made available for minority scholars.

The use of data by the Illinois Community College Board in its recent retirement study illustrates the usefulness of regular data collection. Publishing tables with minority participation rates may raise awareness, but using the data to raise new issues and to set policy priorities will more likely result in greater numbers of minorities on faculties. States should insist that colleges vigorously pursue affirmative action goals for both students and faculty.

RESPONSIBILITY OF TRUSTEES

Robert Gale, President of the Association of Government Boards of Universities and Colleges (AGB) said there "seems to be a correlation between attentiveness at the board level and outcomes in the student body and faculty." (AGB's Robert Gale, p. 2) Board support is critical, he said, because they "control the purse strings" and can make sure that an appropriate program of affirmative action is in place. He also believes it is important to have minorities on the board to remind institutions of commitments to minorities.

Recently the Illinois Community College Trustees Association polled the community colleges in the state about roles played by minority students and staff in collegiate affairs.

The Association found that all seventeen responding schools have adopted affirmative action policies, but only thirteen have affirmative action programs in effect. Thirteen schools reported having an affirmative action officer on campus. Two assign affirmative action duties to the director of personnel, one said it did not have such an employee, and three did not answer the question. (A Look at Minority Participation) Raising the right questions sends a strong signal to college administrators about a board's commitment to affirmative action.

Trustees should be leaders in assuring that colleges maintain an appropriate minority presence on their campuses. They should ask questions and demand action. Trustees should be the link between college and community, and the voice for the needs of the community.

RESPONSIBILITY OF FACULTY

Increasing the number of minority faculty, in large part, rests with the faculty. Committed administrative leaders can influence faculty but, as a general rule, the faculty controls access to its ranks. "There is no lack of study on the problem. What is lacking is evidence of demonstrable concern on the part of the white faculty as a whole...Until the problem becomes a concern and interest of the white faculty, the number of black faculty will not change appreciably." (Moore, p. 117) Faculty must be accountable for their decisions; increasing minority faculty should have high priority.

Research points out that student academic achievement is enhanced by favorable faculty relations. Faculty play a vital role in enhancing minority student retention, persistence, and achievement. "The lack of minority role models who can exhibit creativity, intellect, and talent represents a major problem," but the presence of sensitive instructors of all races who understand the culture and needs of students diminishes the impact. (Minorities in Urban Community Colleges, p. 19) Staff development about cultural differences among faces should accompany recruitment of minorities.

RESPONSIBILITY OF COLLEGES

Issues such as enrollment declines and increases, funding shortages, and changing student bodies, have taken the spotlight away from affirmative action at many of the nation's colleges. Most colleges report having an affirmative action plan on file. The level of commitment colleges have to the plans, however, is very disparate.

A college may have good intentions but meet with obstacles in the recruiting and hiring of minorities. Impediments to the effective use of affirmative action plans include:

- The lure of higher paying jobs in the business and industry sector
- College freezes on hiring
- Limited applicant pool

- o Lack of institutional commitment
- o Affirmative action officers with other duties who cannot pursue affirmative aggressively or even routinely.

The Urban Community College Commission believes that community colleges must create a positive environment to attract the best and brightest minority professionals.

> They must enhance salaries, working conditions and opportunities for advancement within their institutions. Furthermore, they must increase the rewards for contributing to the advancement of the institutions through the enhancement of both individual minority cultures and institutional cultural pluralism. (Minorities in Community Colleges, p. 23)

Colleges can no longer fall back on old excuses if the trends of polarized campuses are to change.

A study by Virginia's Council of Higher Education of 100 colleges across the country found that institutions using "carrot and stick" approaches by giving or withholding resources based upon the success of colleges or departments in recruiting black faculty and students were the most successful. The report concludes that a comprehensive approach, not a single program, is necessary for success, and must be supported by top-level administrators. (News from the States)

Colleges must make radical changes in their structure, values, hiring practices, and the way they treat students to attract more minority students and faculty. Institutions must move away from piecemeal solutions and make fundamental changes in the way they operate.

Economically, we cannot afford to disenfranchise a portion of society because of racial differences. Experts already predict a dangerous deficiency of skilled workers by the year 2000. But more importantly, we must move beyond the bonds of race toward unity of spirit and resolve. Working together we can turn our differences from being a weakness to being a strength.

Appendix A

Survey Questionnaire:

Increasing the Flow of Minority Faculty

NATIONAL COUNCIL OF STATE DIRECTORS
OF COMMUNITY AND JUNIOR COLLEGES

Survey

INCREASING THE FLOW OF MINORITY FACULTY
AT COMMUNITY COLLEGES

1. Is the recruitment and hiring of minority faculty a problem for community colleges in your state?

   _____ Serious problem
   _____ Somewhat of a problem
   _____ Not a problem

2. How many community colleges have affirmative action officers on their staffs?

   Total number of public community colleges in state: _____
   Number of colleges with affirmative action officers: _____

3. Do you or do any other state agencies in your state have any programs to promote the preparation and/or hiring of minority faculty?

   _____ Yes
   _____ No

   If yes, briefly describe the program(s) or attach any printed material.

   _____

4. Please identify the community colleges in your state that have affirmative action programs you consider exemplary by listing the college, giving a brief statement describing the program, and providing the name of a contact person at the college or by attaching printed material describing a college's affirmative action activities.

   Short-range: Examples of programs include contacts with predominantly black institutions and black professional organizations, mentors, minority internships, etc.

   Name of college: _____

   Contact person: _____ Telephone: _____

   Title or description: _____

   _____

   Name of college: _____

   Contact person: _____ Telephone: _____

   Title or description: _____

Long-range: Examples include working with junior and high school students, follow-ups of community college students, etc.

Name of college: _____

Contact person: _____ Telephone: _____

Title or description: _____

_____

Name of college: _____

Contact person: _____ Telephone: _____

Title or description: _____

_____

(Attach additional pages if space is not adequate.)

5. Have the community colleges in your state developed any ties to professional associations of black educators?

_____ Yes
_____ No

If yes, please describe the relationships colleges have with these associations. For example, joint meetings; presentations at local, state, and national meetings; other cooperative ventures.

_____

_____

_____

_____ _____ _____
Name of person completing this survey Date Telephone Number

_____
State

Please return this survey by January 13, 1989 to:

Ms. Dorothy S. Linthicum
Education Consultant
3895 White Rose Way
Ellicott City, MD 21043

Appendix B

Table B-1:

Full-Time Faculty by Rank and Tenure

Table B-1

Full-Time Faculty
By Rank and Tenure
1985

A. Tenured	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan National
Professor	109,296	2,499	1,293	4,276	270
Associate Professor	76,677	3,033	1,297	2,663	314
Assistant Professor	20,978	1,873	403	421	101
Instructor	19,750	1,260	782	523	134
Lecturer	564	162	52	37	2
Other	3,763	182	71	94	8
Total	231,028	9,009	3,898	8,014	829

B. Non-Tenured	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan National
Professor	3,255	182	56	191	13
Associate Professor	14,247	812	263	912	60
Assistant Professor	55,770	3,119	1,114	3,407	306
Instructor	13,291	1,205	390	420	60
Lecturer	697	149	32	40	4
Other	2,167	130	45	125	7
Total	89,427	5,597	1,900	5,095	450

C. Other	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan National
Professor	7,317	178	106	321	16
Associate Professor	9,706	356	167	555	30
Assistant Professor	20,748	903	451	1,641	73
Instructor	33,758	2,107	626	863	242
Lecturer	7,216	320	167	283	41
Other	17,836	757	389	1,598	54
Total	96,581	4,621	1,906	5,261	456

Source: Higher Education Staff Information Report (EEO-6), Equal Opportunity Commission

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for Community College Education

WEST VIRGINIA
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